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ABSTRACT

This study was aimed at determining the need for development of an alcohol education program for Search for Education, Elevation, and Knowledge (SEEK) students at New York City Technical College. College students (N=105) were surveyed to assess preferences for beer, wine or liquor; frequency of consumption; reasons for drinking; and the consequences of alcohol abuse. Also included was the initial use. Eighty percent of the SEEK students were found to use alcohol in varying amounts on social occasions. Beer was the preferred drink for males and wine and liquor were the preferred drinks for females. Beer was also the preferred alcoholic beverage for more than half the users in this sample. As related to alcohol abuse, 38% of the respondents reported sickness as a consequence, 10% missed classes, and 7% reported having conflict with friends of the opposite sex. The majority (76%) of the respondents gave sociability as the main reason for drinking alcohol. The next highest reasons given were enjoyment of taste and to combat shyness. Most of the respondents reported they started using alcohol before entering college. Overall, the data indicated significant differences between males and females in the choices of alcoholic beverages, frequency of use, and quantities consumed. It was concluded that some form of programming in the responsible use of alcohol is currently needed for students in SEEK while attending the college. (Author/LLL)

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A STUDY TO DETERMINE THE DRINKING PATTERNS AND RELATED BEHAVIORS OF SEEK PROGRAM STUDENTS

Societal Factors

by

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A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova university

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ABSTRACT

This study was aimed at determining whether or not a need exists for the development of an alcohol education program for SEEK students at New York City Technical College. A random sampling of 105 students representing 12 percent of the SEEK population responded to a 34 item questionnaire designed to assess student preferences for beer, wine or liquor, frequency of consumption, reasons for drinking, and the consequences of alcohol abuse. Also included was the initial use.

The results indicated that 80 percent of the SEEK students use alcohol in varying amounts in social occasions. Beer was the preferred drink for males and wine and liquor were the preferred drinks for the females. Beer was also the preferred alcoholic beverage for more than half the users in this sample. As related to alcohol abuse, the results further indicated that 38 percent of the respondents reported sickness as a consequence, 10 percent missed classes and 7 percent reported having conflict with friends of the opposite sex. The majority of the respondents or 76 percent gave sociability as the main reason for drinking alcohol. The next highest reasons given were enjoyment of taste and to combat shyness. Most of the respondents reported they started using alcohol before entering college.

The data indicated there were statistically significant differences between males and females in the choice of alcoholic beverages, frequency of use, and quantities consumed.

It was concluded that some form of programming in the responsible use of alcohol is currently needed for students in SEEK while attending the college.

TABLE OF CONTENTS

TABLE OF CONTENTS

Page

LIST OF TABLES.....

Chapter

1. INTRODUCTION..... 1

Background and Significance..... 2

Purpose of the Study..... 4

Hypotheses..... 7

2. LITERATURE REVIEW..... 8

Summary..... 18

3. PROCEDURES..... 20

Definition of Terms..... 25

Limitations of the Study..... 25

Basic Assumptions..... 27

4. RESULTS..... 27

5. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS..... 46

Conclusions..... 50

Recommendations for an Educational Program in Responsible Drinking Including Strategies for Implementation 53

BIBLIOGRAPHY..... 63

APPENDICES

A. DEAN'S REQUEST FOR ALCOHOL ABUSE TASK FORCE..... 67

B. MINUTES OF ALCOHOL ABUSE TASK FORCE..... 68

C. ALCOHOL QUESTIONNAIRE..... 69

Table of Contents (cont.)

Page

APPENDICES

D. LETTER OF TRANSMITTAL TO STUDENTS..... 72

LIST OF TABLES

LIST OF TABLES

Table		Page
1.	Demographic Characteristics of SEEK Students in Alcohol Survey.....	28
2.	Proportion of SEEK Student Users to Non Users of Alcohol.....	30
3.	Preferences for Beer, Wine or Liquor of Male and Female Students.....	31
4.	Preference for Beer, Wine or Liquor as Related to Class Standing.....	32
5.	Frequency of Alcohol Beverages Consumed by Male and Female Users.....	35
6.	Number of Drinks Consumed in One Sitting by Male and Female Users.....	36
7.	Number of Drinks Consumed at One Sitting as Related to Class Standing.....	38
8.	Time of Initial Use of Alcohol.....	42
9.	Reasons for Students' Use of Alcohol.....	43
10.	Results of Students' Abuse of Alcohol.....	45

Chapter 1

INTRODUCTION

This study was an attempt to determine whether a need exists for an alcohol-education program, and, if so, provide justification for such a program either in the SEEK Program (Search for Education, Elevation and Knowledge) or college-wide at New York City Technical College.

New York City Technical College (NYCTC) at present, has student conduct regulations that prohibit students from gambling, possessing; using or selling illegal drugs; and alcohol consumption. In respect to alcohol consumption, the use of alcoholic beverages on the grounds or campus facilities is prohibited except in the Hotel and Restaurant Management Curriculum, where the use of alcoholic beverages constitutes a part of the academic program. In all other circumstances, the use of alcoholic beverages for social functions on campus must receive written approval from the Dean of Administration or the Dean of Students. A section in the college catalog entitled Student Conduct Regulations states:

> No student while present on the grounds or in any of the facilities of the college, is permitted to be in a state of intoxication that may endanger the student or other persons or property or which may annoy persons in the student vicinity whose mental or physical functioning is impaired as a result of the abuse of alcohol or other substances such as illegal drugs (NYCTC Catalog, 1984-85, pg. 5).

This regulation notwithstanding, during the Spring, 1983 semester the Dean of Student Affairs assembled a college-wide task force on alcohol abuse to consider the feasibility of developing a program of education, prevention, treatment and rehabilitation to deal with problem drinking and alcoholism at NYCTC (Appendix A). This was in response to the development of alcohol abuse as the number one drug problem in the community, further evidenced by the increase in the permissable drinking age from 18 to 19 in New York State. Prior to this development, the presence of students on campus whose use of alcohol resulting in disruptive behavior, academic failures, vandalism, driving while intoxicated and health problems had long been a source of serious concern in several areas of the college community such as the Health Information Activities Program (HIAP), Office of Security, SEEK Program, and all units of the Department of Student Affairs.

The Alcohol Abuse Task Force Committee consisted of nine members from various sections of the college. There were two counselors from the SEEK Program, three instructors who taught in the Human Services, Art and Advertising, and Health and Physical Education curriculum; three members from the HIAP whose coordinator was appointed Chairperson of the committee; and the president of Student Government Association (SGA) who served as a student member (Appendix B).

During the 1983 academic year the committee met three times to discuss different approaches for assessing

the need for an alcohol-education program at NYCTC. One of the developments that evolved out of these meetings in connection with the offerings of HIAP, was a team-teaching effort involving the author and a nurse on the HIAP staff who made classroom film presentations and conducted workshops on alcohol abuse in several areas of the college. These activities took place in April, which was designated campus "Alcohol Awareness Month" by HIAP.

The main purpose of these activities was to sensitize students to the dangers of alcohol abuse, in society as well as on campus, and solicit feedback on the attitudes and behaviors towards drinking in social situations. To aid in this process, information materials were obtained from various agencies in the community and disseminated at these meetings. It soon became apparent, however, given the urgent nature of the Dean's request and the large student population (13,000) to be dealt with, that shortage of staff and time lost in setting up classroom visits at teachers' convenience made it difficult, if not impossible, to make a quick and satisfactory evaluation through this method. By the end of the semester the consensus among members of the committee in the final report to the Dean indicated that:

1. The restriction of student alcohol consumption on campus as currently presented in the catalog should be changed in format to give it more emphasis and make it more visible to students. Many students seem to be unaware that drinking on campus is a serious infraction of college policy

It appears that grouping this restriction along with gambling and the illegal possession of drugs under the section on Student Conduct Regulations raises the possibility of it being overlooked in a casual reading of the catalog.

2. An assessment of student drinking patterns from all areas of the college is necessary before the need for an alcohol education program can be ascertained.

It is on the basis of this latter recommendation, and in light of a survey conducted for the Chronicle of Higher Education in 1982, which disclosed that nearly 70 percent of colleges and universities in the United States have some form of program to educate students about the effects of alcohol that this study was proposed and conducted (Minter, 1982). In sum, the importance of this study and in keeping with the practicum requirements of the Societal Factors Seminar of Nova University was the possibility of effectively addressing and responding to a current major social problem and its impact on the educational institution of New York City Technical College (Matson, 1974).

Purpose of the Study

This study was an attempt to begin the process of assessing the drinking patterns of students at New York City Technical College to help determine whether or not there is a need for an alcohol-education program. It will present data from one area of the college where students have been classified as Special Program Students. It has been

suggested that one possible way to assess student drinking patterns and knowledge about alcohol is to collect data on these variables among appropriate groups on an annual basis and, thus, monitor the trends (Alcohol Policy letter, 1983). However, because of the large student population presently enrolled at the institution on a full or part-time basis (13,000) and the limitation of time to conduct this study, it was contended that by assessing the drinking patterns of the relatively small but intact SEEK program population (800), important data that could contribute to a comprehensive understanding of the total student body would be readily available.

SEEK Program students have been characterized as being academically more disadvantaged than disadvantaged students in four-year college programs such as Educational Opportunity Program (EOP) and Higher Educational Opportunity Program (HEOP). Created in 1966 by the City University of New York (CUNY) and funded by the state, SEEK was initiated at CUNY's colleges to encourage high school graduates from disadvantages homes to enroll and succeed in college. Accordingly, SEEK students receive financial aid stipends, individual counseling and special programs provided by the college that are designed to remedy deficiencies in basic skills and attitudes.

Although it may be argued that because of the "special program" status, SEEK students may not be completely representative of the general college population, it was

contended that in such a diverse student body the "difference" in SEEK students is an artificial distinction in terms of student drinking patterns or knowledge about alcohol. Moreover, the focus of this investigation was to shed some light on the drinking patterns of these students who have been classified as different in order to contribute to a larger and more complete assessment of the drinking practices and attitudes of all students at the college. Justification to conduct such a study can be found in an article published by the Alcohol Policy letter (Dec., 1983) that reported trends in alcohol knowledge and drinking patterns among students who visited Daytona Beach, Florida during the Spring break. The article reported that BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) found that students who visited Daytona Beach, although not representative of the general population provided valuable information about students who were heavier drinkers and who gave indications of being more socially active than the students in the general population.

On the subject of student drinking and the responsibility of the college, Sanford (1967) made the observation that college students, in general, are still caught up in problems of how to deal with authority, manage impulses, maintain self-esteem and establish a suitable identity. By setting up conferences presenting facts about student drinking in which students would have a voice in discussions, along with college educators committed to finding a solution,

Sanford projected that a substantial service to society as well as a major contribution to the education of students could be provided. Therefore, the purpose of this investigation in keeping with the Dean's request, the recommendation of the task force and the message from Sanford, was to provide data regarding the drinking patterns and attitudes towards the use of alcohol by SEEK program students that can be used towards a more comprehensive assessment of the total student body.

For the purpose of this investigation the following null hypotheses were tested:

1. There is no significant difference between males and females in the preferences for beer, wine and liquor.

2. There is no significant difference between freshmen and sophomores in the preferences for beer, wine and liquor.

3. There is no significant difference between freshmen and sophomores in the frequency of use of alcoholic beverages.

4. There is no significant difference between males and females in the frequency of use of alcoholic beverages.

5. There is no significant difference between males and females in the amounts of beer, wine and liquor consumed.

6. There is no significant difference between freshmen and sophomores in the amounts of beer, wine and liquor consumed.

7. There is no significant difference between males

and females and age of initial use of alcoholic beverages.

To test the significance of these responses the Mann Whitney U test, Kruskal-Wallis and Chi-Square statistics were utilized, with the level of significance set at .05 and the analysis computed on an ordinal basis.

Chapter 2

LITERATURE REVIEW

Related Research on Alcohol Abuse and Student Drinking in General. In the third special report to the U. S. Congress on Alcohol and Health (1978), the National Institute on Alcohol and Alcoholism informed that although continuing progress is taking place in the alcoholism field, the problem of alcohol abuse is far more extensive than was realized in 1971 when the institute was first established. The report estimated that 10 million people in the United States are problem drinkers and each affecting the lives of many others--family members, co-workers, employers, friends, innocent by-standers--so that literally tens of millions of Americans face some form of negative consequences due to alcohol abuse. More specifically, alcohol abuse was estimated to be a major factor in child abuse and marital violence. Alcohol was suspected to be involved in as many as one-third of all suicides, half of all homicides, half of all traffic fatalities and one-quarter of all non-traffic accidental deaths. It was reported that alcoholism shortens

life expectancy by an estimated 10 to 15 years and contributes significantly to such serious conditions as heart disease, cancer, high blood pressure and diseases of the liver. Consequently, more than 200,000 premature deaths each year may be associated with alcohol misuse and hundreds of thousands more people suffer alcohol-related illnesses or injuries.

The report also estimated that, in purely economic terms, the alcohol-related cost to society in 1975 approximated 43 billion dollars. This encompassed lost production, medical expenses, motor vehicle accidents, violent crimes, and the maintenance of social mechanism to deal with these problems. This assessment was based on measurable data that could not convey the true magnitude of the cost in terms of the impact of these problems on the quality of life among those who were affected.

Currently, the higher education community and the American society in general are paying much attention to the problems caused by excessive drinking among young people. There is a growing consensus of opinion in educational areas that students are now evidencing a disquieting interest in alcohol consumption (Alcohol Policy letter, 1983). The disclosure from the U. S. Department of Health, Education and Welfare in 1978 that student drinking patterns were on the rise now appears to have been a prediction of present day realities. That report indicated that college students drink more frequently and become intoxicated more often than

high school students. The risks associated with the acute effects of alcohol were also found to be higher in late adolescence and early adult-hood than at any other point in the student's life span. From the college administrators' point of view, according to Ingalls (1982), a most compelling consideration associated with these risks is that colleges and universities are becoming increasingly liable and in greater than ever danger of being sued for property damage or injuries resulting from students drinking beyond responsible limits.

A number of studies on student drinking indicate there have been significant increases in the extent of college student drinking over the past fifteen years (Playboy, 1971), (Gallup, 1972) and (Fago and Sedlacek, 1975). Research on student alcohol consumption conducted by Fago and Sedlacek (1975) demonstrated that the regular use of alcohol among transfer and freshmen students was almost double that of marijuana. This information is worthy of note because during the late sixties and into the mid seventies the main concerns among educators and college administrators were the problems caused by students' use of marijuana, LSD and other hallucinogenic drugs. It is worthy of note because even when the problems of drug abuse on college campuses were rigorously researched in professional areas, the seriousness of alcohol abuse--though of greater magnitude because of more widespread usage among students--was inadvertently treated as a secondary issue.

Today this situation has changed and alcohol abuse has become the primary issue.

Part of the problem of determining the incidence of alcoholism in any population lies in identifying major factors that are associated with the use of alcohol. It has been demonstrated that sociocultural factors influence whether, how much and why a person drinks. Researchers have concluded that six major factors influence high school and college students drinking: peer, familial and parental, sociocultural, environmental-contextual, personality and behavioral (National Institute on Alcohol and Alcoholism, 1978). In respect to sociocultural characteristics, residence in an urban area, broken home, poor parent-child relationship, socioeconomic status was related positively to the prevalence of alcohol use. Drinking appeared to be an integral part of general adaptation to self, others and circumstances rather than an isolated or capricious activity. These characteristics for the most part seemed to describe the sociocultural predicament of SEEK students, more than three quarters of whom are Blacks and Hispanics and, as such, reinforced the decision to conduct this study.

In the literature on the self-conceptions of alcoholics, a generalized lack of organization and integration of the self has been noted. For example, according to Maddox and Williams (1968) an indication of trouble with drinking among Black freshmen is the association between drinking and negative self-concepts. In that study it was

reported that abstaining did not reflect high self-esteem. These writers suggest that among lower-status Blacks, permissiveness toward drinking characterizes the socio-cultural millieu of Black men. With respect to Hispanics it has been reported (National Institute on Alcohol Abuse and Alcoholism, 1978) that studies of American drinking indicate that the extent of problem drinking tends to be greater among the Spanish speaking than among the general population. However, studies of drinking among high school and college students among this group also imply that among Hispanics there is a higher percentage of abstainers than in the general student population. Furthermore, Puerto Rican and Mexican young and adult women were found to be predominantly non-drinkers.

In a study to determine the relationship between drinking problems and drinking patterns of sophomores at the University of Colorado, Grossman (1965) found that the level of drinking motivation was positively associated with the level of psychological frustration, inability to delay gratification, feelings of personal helplessness and powerlessness, and a reported history of parental disapproval of subjects' first drinking experience. Lundin and Sawyer (1965) administered the Institute for Personality and Ability Testing Anxiety Scale to 40 male college students who were members of the same undergraduate fraternity at Hamilton College in Clinton, New York. The authors found that attitudes toward drinking develop prior to entering

college and reflect family attitudes or the type of secondary school attended. Buckner (1967) also reported that heavy drinkers in college gave evidence of being heavy drinkers in high school. He studied changes in students' behavior when residence halls liberalized rules on the possession and use of alcoholic beverages. While noting an increase in the frequency and amount of alcoholic beverages consumed during the freshman year he concluded that parental regulation influenced only the place of drinking, not the frequency or the amount of drinking by the subject.

With respect to peers, Orford, Waller and Peto (1974) found that student drinking is largely under the control of peer group influence. The authors suggest that although as many women as men may be motivated to seek the mood-modifying effects of alcohol, the different rates of alcohol problems and drinking behaviors may be attributed to social norms that expect women to drink in a relatively more restrained manner. On the other hand, Glassco (1975) found among seniors at a southern university during the 1970-1971 Spring semester, that there was little difference in the incidence of drinking among the sexes. He concluded that urbanization and family income influenced incidence of drinking. Kuder and Madson (1976) in a stratified sample of Colorado State University students found that 85 percent use alcoholic beverages. Most of the students saw drinking as important in social events but indicated that the use of alcohol did not interfere with the academic work.

In a study that attempted to relate personality factors to student use of alcohol, Jessor, Carman and Grossman (1968) identified as relevant to college drinking two areas of striving for goal attainment or need satisfaction: achievement and affection. They hypothesized that the student who has been denied academic success may learn that drinking situations provide other satisfying goals--affection, dominance, independence--that may substitute or compensate for the failure to attain the original ones. They tested this hypothesis by assessing the relations between expectations of need satisfaction, certain aspects of student drinking patterns, and the functions of alcohol as perceived by the students. The authors tentatively concluded that among certain students alcohol use may be a learned behavior for attaining goals otherwise unattainable of for coping with the failure to attain valued goals. Congruent with the findings of Fago and Selacek (1975), Looney (1976) and Weislogel (1978) wrote that the primary reasons given by students for using alcohol were to enhance sociability, relieve general anxiety and fatigue, and the enjoyment of the taste of alcohol. In that research, along with the suggestion that drinking attitudes have already been established by the time a student enters college, was the disturbing disclosure that one-fourth of the students surveyed indicated they drank for the sole purpose of getting drunk. This attitude was also found in the study by Looney (1976) who reported that 7 percent of the students

said they drank for the same reason while 13 percent agreed they occasionally drank with this aim in mind. A similar study by Kuder and Madson (1976) revealed that 5 percent of the students surveyed could not stop drinking. Such findings are important because they present strong evidence that verify a need to provide educational programs in responsible drinking for a predictable number of students who enroll in college.

The degree to which early drinking behavior predicts drinking habits in later life was an important message from the Department of Health, Education and Welfare (1978). In reference to information gathered on drinking practices of nearly 1,700 students while in college and 25 years later, it was reported by the department that those who were problem drinkers in college were most likely to be problem drinkers 25 years later. Roe (1973) asserted that the symptoms of alcoholism may be apparent ten years before the victim admits the problem. Upon reflecting on information from Alcoholics Anonoymous that a majority of their clients are in the twenties, She concluded that many college students fall in this latter group and are already exhibiting symptoms of becoming alcoholics.

At present there is relatively little research available that answers the questions conclusively concerning the negative or positive effects of student drinking in social situations on their academic accomplishments. Although some researchers reported that alcohol had a

negative effect on grades, Blum (1979), Johnson (1973), and Kuder and Madson (1976) found that most of the students in their studies indicated that social drinking never interfered with their academic work. On the other hand, Looney (1976) reported that in approximately 5 percent of the cases studied, alcohol did interfere with class attendance and preparation for exams. Matros et al (1974) studied the drinking patterns of students at the University of Minnesota. Some of the key findings showed that the majority of students (56 percent of the men and 61 percent of the women) were classified as moderate drinkers; among the male participants, 24 percent were judged to be heavy drinkers. For both sexes the proportion of heavy drinkers and estimated problem drinkers did not differ from the national norm. As far back as 1974, Penn found that a large number of college students drank alcohol. Frequency of consumption was higher than anticipated. It appeared that consumption of alcoholic beverages was common among students of all academic schools and class levels, regardless of sex. While examining the data verifying the use of alcohol it was also noted that marijuana was becoming equally attractive to many students.

In response to the growing concerns over student use of alcohol many colleges have instituted a number of programs designed to foster the responsible use of alcohol. According to a survey conducted for the Chronicle of Higher Education (Minter, 1982), nearly 70 percent of colleges and

universities in the United States now have some form of special program to educate students about the effects of alcohol. While there is a paucity of research on the results of such programs, most colleges have broadened the definition of irresponsible drinking to include not just alcoholism but the whole range of problems students encounter when they use alcohol. Problems rangeing from minor hangovers, missing classes, failing to meet term paper deadlines, to more serious problems such as vandalism, accidents, violence, and drunken driving (Ingalls, 1982). The programs vary from campus to campus, but those most successful were designed to educate students about alcohol and the relationship between consumption and negative consequences. In addition, these programs provide attractive alternatives for recreation along with counseling services for students with problems in this area.

One of the most visible and acknowledged successful programs on college campuses today has been identified by Minter (1982) as a national non-profit organization called BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students). This program promotes responsible drinking through student run chapters in 28 states and Canada. BACCHUS chapters are organized by students working with the assistance of faculty members and administrators. Although they must subscribe to the goals and philosophy of BACCHUS, the chapters are autonomous, planning their own activities and setting their own policies. The national

headquarters of this program is located in the Student Services office at the University of Florida, that, in addition to serving as an information clearing-house provides training for chapter officers, makes available various publications, and helps chapters with any problems that arise. Because of these features, student participation and faculty support along with structural flexibility, the program is deemed successful and adaptable to any university system or situation. Although BACCHUS is the only national alcohol program on a college campus today, numerous colleges have developed similar programs to address problems of alcohol abuse.

Summary

The above literature reviewed indicated that at present there is a nationwide concern over the problem of alcohol abuse in society. An outgrowth of this concern that heightens the perception that there is an increase in student drinking on college campuses is the proliferation of alcohol education and prevention programs that have emerged during the past ten years that have shifted the focus from marijuana to student use of alcohol. Much of the research now shows that student drinking is a more widespread problem than the use of marijuana or psychodelic drugs (Fago and Sedlacek, 1975).

Research on sociocultural factors for students' use and misuse of alcohol was linked to such factors as peer,

familial and parental, environmental-contextual, personality and behavioral measures. Peer and parental influences were considered the most critical because of the high correspondence between the drinking of adolescents and those of parents. Related to these influences the literature indicated that self-concepts play an important role in student drinking patterns; and in minority groups, the extent of problem drinking tends to be greater among Blacks and Hispanics.

The literature on personality factors associated with alcohol abuse indicated that some of the reasons students drink are to enhance sociability, neutralize the disappointment of academic failure, relieve anxiety, enjoyment of taste, and to become intoxicated. On the issue of students drinking to become intoxicated, it was the position of some researchers that many students who exhibited these symptoms were already on the way to becoming alcoholics. It was projected that some students who have been denied academic success may learn that drinking situations provide other satisfying goals such as affection, dominance and indepencence in relating to others (Jessor, Carman and Grossman, 1968).

Research on the emergence of alcohol education programs on college campuses indicated that numerous colleges have developed programs to address problems of abuse. However, as of yet there is a lack of evaluation research designed to assess the impact of these programs on

student knowledge about alcohol and drinking patterns. One program that has gained notable acclaim in the higher education community is offered under the auspices of a national non-profit organization called BACCHUS. This program seeks to encourage responsible decisions concerning alcohol use or non-use among college students through the formation of collegian student chapters. It appears that the process of students and faculty working together to deal with the problems of alcohol abuse creates a built-in credibility that contributes to the success of this student organized program.

Chapter 3

PROCEDURES

A random sample of twelve percent of SEEK students was administered a 34 item questionnaire to determine the patterns of alcohol usage and related behavior (Appendix C). At the beginning of the Fall, 1984 semester there were 899 students enrolled in the SEEK program at the campus. As in a similar study (Weislogel, 1978) this sample was obtained by taking every tenth name on the SEEK program roster until 200 names were selected as a means of assuring a minimum ten percent response rate.

This survey instrument was designed to identify the types of alcoholic beverages preferred by college students, the frequency of use, the amounts consumed, and student reasons for drinking alcohol. It is a modification of a

questionnaire that was used in an earlier study entitled "A Survey of Student Alcohol Use at West Chester State College" by Louis F. Weislogel-a former student in the Nova Program (1978). According to Weislogel, the items in the questionnaire were taken from instruments originally developed by Engs (1975) and Looney (1976). Support for the use of these instruments has been documented by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) (1975) who tested them in a nationwide "50 + 12 Project" on college alcohol abuse. That research studied the drinking habits of more than 1600 students at one university in each of the 50 states, plus 12 private or minority schools.

To establish the content validity of this questionnaire for the present study, the questions were reviewed by members of the SEEK staff and the task force. Based on their recommendations the questionnaire was presented in its original form and then pretested on a small group of students in the Student Government Association (SGA). It was anticipated that involving SGA representatives in the planning stages of this project as in the work of the task force, would be an effective way of ensuring trust and cooperation among students at the college. This includes subsequent studies related to students' use of alcohol in other areas on campus. After completing the questionnaire, the respondents were asked to share their reactions to the wording of the items and make any comments or inquiries they felt necessary regarding the nature of the study. Following

this procedure and keeping in mind the consensus of this group, the original form was accepted.

The reliability or the internal consistency of the questionnaire was difficult to establish because the responses to the questionnaire can only indicate what was reported and may not accurately reflect the true feelings of each respondent to every question. However, due to the nature of the items and the time limitations for this investigation, the reliability for this study was of necessity, determined by the feedback from the participants and the staff persons involved. This limited the reliability of the findings, though the consistency of such findings with others using the same or similar items is convincing evidence of their general validity.

Students who were selected were mailed letters requesting them to make an appointment to meet with their counselor to discuss their academic progress, career goals and current benefits of SEEK program membership(Appendix D). This took place at the beginning of the Fall, 1984 semester and is a customary procedure for all SEEK students. During the meeting with the counselor the students were given a copy of the alcohol questionnaire and requested to complete it before leaving the office. Each student was told that the purpose of the questionnaire was to gather data on the drinking patterns of students at the college in order to determine if a program of alcohol education is needed on campus. In an attempt to put the student at ease and to

assure a high response rate, the students were told not to put their names on the questionnaire and upon completion, deposit it in a barrel that was placed in the nearby vicinity outside of the counselor's office.

Students who, because of inconvenient scheduling of an appointment with the counselor, or who were not able to complete and return the questionnaire during the counseling interview, were given a stamped, addressed envelope and urged to mail the questionnaire within the next 24 hours. The students were told that the requested information should be made available as quickly as possible in order to speed up the process of developing the program, if such was needed, during the semester. In addition, these students were given 3 x 5 cards with their names printed on them which they were requested to sign and give to the SEEK program secretary before placing the questionnaire in the barrel. The name cards provided a means of follow-up that at the same time protected the student anonymity. Finally, it was required of each SEEK program counselor to see that the questionnaires were distributed promptly among their caseloads, and handed in by their respective students.

The returned questionnaires were hand counted and tabulated on a numerical and percentage basis and, then, statistically analyzed. An assessment was then made on student choice of alcoholic beverages, reasons for use, frequency of use and the behavioral results of excessive drinking.

To test the significance of the student responses, three previously mentioned non-parametric statistical tests were used in the following manner:

1. The Mann Whitney U test was considered appropriate for testing the frequency of use and number of drinks consumed by males and females because it was designed to be used with independent random samples drawn from two different parent populations and compared on a single criterion to determine if the two populations differ. It does not require normality of distribution nor homogeneity of variance but requires data on an ordinal scale that is assumed to be continuosly distributed. A normal approximation (z score) was calculated from the value of U and interpreted using a table of normal probability (Roscoe, 1975).

2. The Kruskal-Wallis was used to analyze differences in class standing in relationship to frequency of use and quantities consumed. It also does not require normality of distribution nor homogeneity of variance for the groups under study. It may be used on ex post facto research, and is a non-parametric alternative to the one-way analysis of variance. As in the study by Weislogel (1978), a Chi-Square approximation of the Kruskal-Wallis was used in the analysis (Roscoe, 1975).

3. Finally, the Chi-Square was used to determine the significance of the difference between males and females in their preferences of alcoholic beverages and these

differences as related to class standing. This test which is also of independence is appropriate for use with two or more independent samples and is a non-parametric statistical technique for testing hypotheses about distributions of nominal and higher order data (Roscoe, 1975).

Definition of Terms

For the purpose of this investigation the following classification system was used. Freshmen lower-class (up to 16 credits), freshmen upper-class (17 to 32 credits), sophomores lower-class (33 to 48 credits), sophomores upper-class (49 credits and above). This format was used because only 26 percent of the students enrolled in the SEEK program during the Fall, 1984 semester had completed enough credits to be classified as sophomores and only 15 percent had completed forty-nine or more credits. These statistics reflected a disclosure from the Office of Institutional Research at the college that revealed that 74 percent of the entire student body consists primarily of freshmen students (Datacore: Fall, 1983).

Limitations of the Study

This study may be affected by the following limitations:

i. A basic limitation in the use of the questionnaire as a survey instrument is inherent in the potential for socially desirable responses among the respondents. In

addition, there is also the potential for some students to avoid being completely truthful about their use of alcohol for fear of unpleasant repercussions from violating the student conduct regulations. Consequently, the responses to the questionnaire only indicate what was reported and may not accurately reflect the true feelings or behaviors of each respondent to every question.

2. The recommendations are based on responses of the participant as interpreted by the writer.

3. Another possible limitation is the sample size. Because of the "sensitive nature" of the topic under investigation, it is conceivable that the sample size should have been larger to assure validity and provide a more substantial basis for generalizing the results.

4. The findings relate specifically only to the subjects surveyed and may not be generalizable to the total college population.

5. In examining the responses to the questionnaire items, a sizable number of students did not respond to some questions regarding the frequency of use of alcoholic beverages or quantity consumed. This may have limited the validity of the findings as interpreted by the writer.

6. The questionnaire could have incorporated more items designed to assess student knowledge about alcohol in order to provide more specificity in the recommendations.

Basic Assumptions

1. Related research on disadvantaged academically unprepared students in two-year colleges indicates that a high percentage of this population needs some form of counseling or psychotherapy to help them cope with psychological conflicts to increase the chances of academic success (Losak and others, 1969). It was assumed that many disadvantaged students in SEEK would perceive alcohol as a means of helping them cope with the college environment or socialize with peers in college party life.

2. It was also assumed that related to these peer group influences in their social activities, a proportion of these students would drink to get high, fight boredom, and to relieve the tension of academic requirements.

3. It was assumed that the male respondents would indicate a more frequent use of liquor than females in this study for the reasons mentioned above.

4. It was assumed that this investigation would be an effective means of determining whether or not some educational programming in the responsible use of alcohol is needed for SEEK students attending NYCTC.

Chapter 4

RESULTS

Out of a total of 200 questionnaires distributed, 105 or 58% were returned. This reflected 12% of the total

SEEK population (899) enrolled at the beginning of the Fall, 1984 semester.

Table 1 summarizes the demographic characteristics of the respondents. The data indicated that 59 students or 56% were females and 46 or 44% were males. Forty one students or 39% were freshmen in the lower-class, 21 or 20% were upper-class freshmen, 17 or 16% were lower-class sophomores, and 26 or 25% were sophomores in the upper-class. In the freshmen lower-class there were 19 males and 22 females. The upper-class freshmen consisted of 10 males and 11 females. Of the 17 respondents in the lower sophomore class, 7 were males and 10 were females. Finally, in the upper class of sophomores there were 16 females and 10 males.

The age breakdown of these respondents indicated that 24 students or 23% were 21 years of age or over. Thirty one students or 30% were 19, 24 students or 18% were 18 and 10 students or 11% reported being 17 or younger.

Table 1

Demographic Characteristics of SEEK Students in Alcohol Survey

Sex	Number	%
Males	46	44
Females	59	56
Totals	105	

Table 2 presents the proportion of alcohol users and non-users according to sex.

Table 2

Proportion of SEEK Student Users to Non Users of Alcohol

	Users		Non Users	
Sex	No.	%	No.	%
Males	39	37	7	7
Females	45	43	4	13
Totals	84	80	21	20

$X^2 = 12.5$, 1 df, $P>.05$

The data indicated that 20% of the students in this survey-7 males and 14 females-reported that they do not use any form of alcoholic beverages. The remaining 84 students (80%) indicated that they use alcohol-mostly beer or wine-in varying amounts with relatively moderate degrees of frequency. Specifically, 39 males (37%) and 45 females (43%) reported they use some form of alcoholic beverages on certain occasions. The results of the Chi-Square statistic at an .05 level of significance to test the difference in the use and non use of alcohol between both sexes indicated a significant statistical difference ($X^2 = 12.5$, 1 df, $P>.05$).

Table 3 shows the respondents' preferences for beer, wine or liquor according to sex. Beer was the primary

choice of alcohol for 28 or 61% of the males as compared to 18 of 31% of the females. Conversly, wine was the favorite drink chosen by 19 or 32% of the females as compared to 5 or 11% of the males. Additionally, females also outnumbered males in this survey in their preferences for liquor with 9 or 15% choosing this as their alternate form of alcoholic beverage as opposed to 5 (11%) males. On this question, 8 males (17%) and 14 females (22%) indicated no preferences for the use of alcoholic beverages.

Table 3

Preferences for Beer, Wine or Liquor
of Male and Female Students

	Beer		Wine		Liquor		No Preference	
Sex	No.	%	No.	%	No.	%	No.	%
Males	28	61	5	11	5	11	8	15
Females	18	31	19	32	9	15	14	24
Totals	46	44	24	23	14	13	21	2

$X^2 = 11.5$, 2 df, $P>.05$

The Chi-Square statistic indicated there was a significant difference in the preferences between the sexes ($X^2 = 11.5$, 2 df, P .05) and the null hypothesis of no difference was, accordingly rejected.

Table 4 reflects the respondents' preferences for beer, wine or liquor according to the class standing.

Table 4

Preference for Beer, Wine or Liquor
as Related to Class Standing

	Beer		Wine		Liquor		No Preference		
Class	No.	%	No.	%	No.	%	No.	%	Totals
Freshnen Lower class	16		10		5		10		.
Upper class	9		5		3		4		
Sub-Totals	25	40%	15	24%	8	13%	14	23%	62
Sophomores Lower class	5		5		4		3		
Upper class	16		4		2		4		
Sub-Totals	21	49%	9	21%	6	14%	7	16%	43
Totals	46	44%	24	23%	14	13%	21	20%	105

X^2 = 11.38. 6 df, P .05
(Classes combined for Chi-Square computation)

Within the freshmen class, 16 in the lower and 9 in the upper chose beer as their preferred alcoholic beverage. They represented 40% of the freshmen class. Among the sophomores 5 in the lower class and 16 in the upper also chose beer as their preferred alcoholic drink. This represented 49% of the respondents in that class. Wine was the second preference for students in the users category. Twenty-four

students representing 29% of the users indicated preferences for this form of alcohol. Wine was the preferred drink by 10 freshmen in the lower-class and 5 in the upper, or 24% of the freshmen respondents. Likewise, 5 sophomores in the lower-class and 4 in the upper (21%) also chose wine as their preferred alcoholic beverage.

On the question concerning students' preference for liquor, the data indicated that liquor was the least preferred alcoholic drink. Specifically, 5 lower-class freshmen and 3 upper-class representing 13% of the freshmen chose liquor over wine or beer. In sum, a total of 14 students or 17% of the student users prefer to drink liquor when consuming alcohol. The use of the Chi-Square to test the significance of the differences between the classes indicated that there was a statistically significant difference in the preference for beer, wine or liquor across the 4 classes ($X^2 = 11.38$, 6 df, P .05) and the null hypothesis was rejected.

Table 5 depicts the frequency of alcoholic beverage consumption made by female respondents in the SEEK program. With the exception of one male freshman who reported drinking beer every day, the data indicated that 21 males or 45% drink beer at least once a week but not every day. In contrast, 9 females or 8% reported they drink beer with the same frequency. More, the table reveals that beer is consumed with greater frequency than wine or liquor by the males in this sample. At the same time both wine and liquor

were favored slightly more by the females than the males although none of the males or females reported drinking beverages every day.

Eleven females or 19% indicated they drink wine once a week. Three females or 5% indicated they use liquor with the same frequency. On the same subject, 15 females or 25% and 8 males (17%) disclosed that they drink wine at least once a month. Similarly, 15 females as compared to 11 males (24%) reported that they drink liquor during the same period.

The highest category of drinking frequency involving both males and females was in wine consumption. This was in the "more than once a year but less than once a month" category where 17 males (37%) and 19 females (32%) reported the same pattern of use. Overall, this category included 21% beer, 34% wine and 29% liquor consumers.

To test the significance of the difference in frequency of use among the three beverages between the males and females, the Mann-Whitney U Test was utilized at the .05 level. There were significant differences between the two sexes in the frequency of drinking beer ($z = 5.95$, $P<.05$ and liquor ($z = 6.13$, $P<.05$). This indicated that the null hypothesis of no differences in the use of alcohol between the sexes could not be retained and was therefore rejected.

Table 5

Frequency of Alcohol Beverages Consumed
by Male and Female Users

	Beer				Wine				Liquor			
	Male		Female		Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Every Day	1	2	0	0	0	0	0	0	0	0	0	0
Once a Week But Not Every Day	21	45	9	15	0	0	11	19	0	0	3	5
Once a Month But Less Than Once a Week	7	15	16	27	8	17	15	25	11	24	15	25
More Than Once a Year But Less Than Once a Month	5	11	17	29	17	37	19	32	14	30	16	27
Once a Year	5	11	3	5	10	22	8	17	8	17	12	20
No Response	7	15	14	24	11	24	4	7	13	28	13	28

Table 6 summarizes the number of drinks consumed in one sitting by male and female respondents.

Table 6

Number of Drinks Consumed in One Sitting by Male and Female Users

	Number of Drinks									
	Less Than 1		1-2		3-4		5-6		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Beer										
Male	2	5	21	53	16	34	0	0	7	15
Female	20	34	19	32	5	10	0	0	15	24
Wine										
Male	21	48	4	9	4	9	1	2	16	33
Female	23	39	21	36	7	12	2	3	6	10
Liquor										
Male	24	52	4	9	1	2	1	2	16	35
Female	32	56	15	25	5	8	1	2	6	8
Mann-Whitney z Scores										
Beer	($z = 6.28$, $P < .01$)									
Wine	($z = 6.43$, $P < .01$)									
Liquor	($z = 6.38$, $P < .01$)									

In the beer category, 2 males (5%) and 20 females (32%) indicated they consume between 1 and 2 beers within this time-frame. In the "3 to 4 beer" 16 males (34%) and 5 females (10%) indicated they consume this amount in one sitting. The data indicated that none of the students reported drinking more than 3-4 beers at each sitting.

On the use of wine, 21 females (36%) as compared with 4 males or 9% reported they drink 1 to 2 glasses in one sitting. Four males or 9% and 7 females or 12% reported they drink 3 to 4. Only 1 male representing 2% and 2 females (3%) consume 5 to 6 glasses. Finally, 22 males (48%) and 23 females (39%) reported they drink less than 1 glass of wine in one sitting.

Turning to liquor consumption, 32 females (56%) and 24 males (52%) indicated they drink less than 1 drink of liquor a sitting. Fifteen females or 25% as opposed to 4 males or 9% admitted to consuming 1 to 2 drinks. In the "3-4" drinks category, 5 of the females (8%) as compared to 1 male (2%) reported consuming this quantity. Only 1 female and 1 male reported consuming 5-6 drinks in one sitting. A Mann-Whitney analysis of the significance of the differences between the males and females at an .05 level indicated significant differences in the number of drinks of beer ($z = 6.28$, $P<.01$), wine ($z = 6.43$, $P<.01$) and liquor ($z = 6.38$, $P<.01$) between the male and female users.

Table 7 reflects the amounts of beer, wine and liquor consumed in one sitting as related to class standing of the respondents. When analyzing the comparative number of students in each class, and the number of drinks consumed among their respective choices of beer, wine or liquor, some numerical differences are discernible related to class size.

Table 7

Number of Drinks Consumed at One Sitting
as Related to Class Standing

	Less Than 1		1-2		3-4		5-6		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Beer										
Freshmen										
Lower-class	12	24	11	32	8	20	0	0	10	22
Upper-class	5	10	6	29	6	29	0	0	4	19
Sophomores										
Lower-class	1	6	10	59	3	18	0	0	3	18
Upper-class	4	15	13	50	4	15	0	0	5	19
Wine										
Freshmen										
Lower-class	19	46	8	20	3	7	2	5	9	22
Upper-class	8	38	6	29	2	10	1	5	4	43
Sophomores										
Lower-class	9	53	3	18	2	12	0	0	3	18
Upper-class	8	35	8	27	4	15	0	0	6	23
Liquor										
Freshmen										
Lower-class	24	59	5	12	1	2	1	2	10	24
Upper-class	12	57	4	19	1	5	0	0	4	19
Sophomores										
Lower-class	8	47	5	29	1	6	0	0	3	18
Upper-class	12	46	5	19	3	12	1	4	5	19

Kruskal-Wallis X^2
Beer 254.69, 3 df, $P > .05$
Wine 249.15, 3 df, $P > .05$
Liquor 252.00, 3 df, $P > .05$

What is immediately striking, however, is that a comparatively insignificant number of students-2 upper class freshmen and 1 in the lower class-reported drinking between 5-6 glasses of wine at one sitting. Likewise, only 1 upper-class freshman and 1 upper-class sophomore, by way of comparison, consume 5 to 6 drinks of liquor. Also immediately apparent in the "5 to 6" drinks category is the total lack of responses from all of the four classes in relation to the consumption of beer.

These observations notwithstanding, a closer scrutiny of the table indicates that approximately half of the freshmen and sophomores drink beer in varying amounts with the remaining half indicating they drink either less than 1 beer at a sitting or did not respond at all to the question. More than three-quarters of the sophomores in both the upper and lower classes indicated they also drink beer in small amounts-mostly one or two drinks a sitting. Here only 1 lower-class sophomore and 4 in the upper class reported they drink less than 1 beer while 3 more in the lower and 5 in the upper offered no response to this question.

Returning again to the consumption of wine according to class standing, the table indicated that less than half of the respondents in each of the four classes drink wine in substantial amounts in one sitting. Nineteen upper-class freshmen (46%) indicated they drink less than 1 glass while 9 others (22%) did not respond to this inquiry. Eight lower class sophomores (38%) disclosed they also drink less than 1

glass while 4 or 43% did not respond in this class. Among the lower sophomores, 9 students or 53% indicated they drink less than 1 with 3 or 18% not responding, while among the upper class sophomores, 8 or 31% also reported they drink less than 1 glass of wine at one sitting. Five in this class or 19% provided no response to this question.

The responses to the inquiries on the consumption of liquor were greatly similar to the responses to wine with even less usage in two categories. For example, in examining the data concerning the number of drinks consumed at one sitting across the four classes, certain observations were immediately apparent. First, the frequency of responses in the "less than one" drink category are substantially larger in all of the classes with the exception of the lower-class sophomores. Secondly, the number of responses in the 3-4 and 5-6 drinks categories are quadrupled in the 1-2 drinks category. In this context 24 upper-class freshmen or 59% indicated they consume less than 1 drink of liquor at one sitting. This amounted to 5 more or 13% greater than the number in this class who reported drinking wine under similar conditions. As with their responses on wine consumption, 10 others within this class or 24% did not respond to this inquiry.

The responses of the lower-class sophomores to the number of drinks of liquor they consume at one sitting reflected an increase in the number who reported drinking less than 1 glass of wine per occasion. In contrast to the

8 or 38% who reported this quantity of wine consumption, 12 or 57% divulged they drink liquor in the same amounts. Further, as with the responses to wine, 4 or 19% within this class did not respond to the question on liquor. The data also indicated that approximately half of the lower-class sophomores (8 or 47%) and half in the upper-class reported they too drink similar amounts of liquor at one sitting.

To summarize, the average number of drinks of liquor consumed in one sitting as reported by the respondents within the 4 classes amounted to 1-2 drinks. With the exception of 3 upper-class sophomores (12%) who reported they drink 3 to 4 drinks, 1 student in each of the remaining classes reported liquor-1 or 2 drinks per occasion. Conversely, two respondents-1 freshman lower-class, and 1 sophomore in the upper class-reported they consume 5-6 drinks at each sitting. Overall, 23% of the users consume between 1-2 drinks of liquor, 7% drink 3-4, 2% drink 5-6 and 66% drink less than 1 on each occasion. The Kruskal-Wallis computation of the differences in the use of the 3 beverages between the classes indicated there were statistically significant differences in the consumption of beer (254.69, $P>.05$), wine (249.15, $P>.05$) and liquor (252.00, $P>.05$) and the null hypothesis was rejected.

Table 8 presents the time of initial use of alcohol reported by male and female respondents in terms of related period of academic work.

Table 8

Time of Initial Use of Alcohol

	Jr. High School		High School		College Freshmen		Sophomores		No Response		Totals
	No.	%	No.	%	No.	%	No.	%	No.	%	
Male	12	26	18	39	6	4	8	6	7	15	46
Female	7	12	30	51	5	5	3	5	14	24	59
Totals	19	18	48	46	11	10	6	6	21	2	105

$X^2 = 16.73$, 3 df, $P>.05$

On this question 12 males or 26% as compared with 7 females or 12%, reported they had their first drink of alcohol in junior high school. Conversely, 30 females (51%), in contrast to 18 males (39%), reported they started using alcohol in high school. Six males (13%) and 5 females (8%) reported first usage in their freshman year, three males (6%) and 3 females (5%) started in their sophomore year. Seven males representing 15% and 14 females or 24% did not respond to this inquiry. Here it may be noted that the majority of the students in this investigation-30 males and 37 females or 64% of the total-began drinking alcoholic beverages before entering college. The use of the Chi-Square statistics to test the significance of differences ($X^2 = 16.73$, 3 df, $P>.05$) indicated there was a significant difference between the males and the females in relation to

the age of initial consumption of alcoholic beverages.

Table 9 outlines the reasons given by students for their use of alcohol.

Table 9

Reasons for Students' Use of Alcohol

*Reasons	Male		Female			
	No.	%	No.	%	No.	%
1 Sociability	35	76	45	85	80	76
2 Enjoyment of taste	17	37	21	36	38	36
3 In order not to be shy	9	20	14	24	23	35
4 Sense of well-being	7	15	14	24	21	20
5 To relieve fatigue or tension	7	15	14	24	21	20
6 To get high	8	17	2	3	10	11
7 To get drunk	5	11	3	5	8	8
8 To forget disappointments	7	15	1	5	8	9
9 Aches and pains	1	2	4	6	5	4
10 To facilitate study	1	2	1	7	2	2

*One student indicated both enjoyment and sociability as reasons.
One reported "to facilitate study" and "in order not to be shy" as reasons.
One reported both "to relieve fatigue or tension" and sociability" as reasons.

In this ranking the majority of the students-35 males and 45 females-representing 76% of the total sample gave sociability as their main reason for drinking alcohol. The next highest reason given was "enjoyment of taste." Here 17 males (37%) and 21 females (36%) were in unanimous agreement. The most frequent reason given by the respondents was "in order not to be shy" with 9 males (20%) and 14 females (24%) scoring this response. Perhaps logically, and closely in line with this response, 7 males (15%) and 14 females (24%) checked "sense of well-being" and "to relieve fatigue or tension" as the next most frequent reasons for drinking alcohol.

While it must be noted that more males than females indicated they use alcohol "to get drunk" and "to get high," the numbers choosing these reasons-5 males (11%) as compared to 3 females (5%) in the former, and 8 males (17%) as compared to 2 females (3%) in the latter-was relatively small when compared with the size of the total sample. Equally of note is that more males than females reported they drink alcohol "to forget disappointments" (7 or 15%). On this question 1 female (2%) chose this as her main reason. On the other hand, only 1 male (2%) as opposed to 4 females (7%) checked "aches and pains" as their main reasons for drinking alcohol. Finally, only 1 male and 1 female indicated they use alcohol "to facilitate study."

Table 10 presents the results of alcohol abuse reported by students in the SEEK program.

Table 10

Results of Students' Abuse of Alcohol

	Males		Females		Totals	
*Results	No.	%	No.	%	No.	%
1 Sickness	13	28	27	46	40	38
2 Interference with class attendance	4	9	7	12	11	10
3 Conflict with friends-opposite sex	3	4	4	5	7	7
4 Conflict with friends-same sex	2	7	3	7	5	5
5 Interference with preparing for exams	2	4	3	5	5	5
6 Accident of injury	2	4	2	3	4	4
7 Foregoing of other things due to cost of drinking	2	4	2	3	4	4
8 Trouble with the law	1	2	1	2	2	2

*One student reported alcohol abuse caused her to miss class, class exams, personal appointments, and get sick.

Sickness was identified by 38% of the sample as the most frequent consequence of alcohol abuse. This result was disclosed by 13 or 28% of the males and 27 or 46% of the females. Next in order of frequency concerning students' experiences in abusing alcohol was the interference with class attendance. With respect to overindulgence, 4 males (9%) and 7 females (12%) reported missing classes because of alcohol abuse. The third negative result of alcohol abuse reported by the students was conflict with friends of the

opposite sex. Three males (4%) and 4 females (5%) arrived at this conclusion.

The most outstanding complaint reported by the males and females in this survey, arising out of their abuse of alcohol, was recorded as sickness with missed classes following next in line. Approximately twice as many females as males reported these problems as negative consequences. However, none of the students in the survey indicated that overuse of alcohol caused them to lose a job or damaged friendships. Less than 5% indicated they experienced accident of injury, or had to forego other things due to the cost of drinking. Lastly, only 1 male and 1 female (2%) admitted having trouble with the law directly associated with alcohol abuse.

Chapter 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This study was undertaken to assess the drinking patterns and attitudes towards the use of alcohol by students in the SEEK program at New York City Technical College (NYCTC). A main objective of this investigation was to solicit such information from this relatively small population of students who have been classified as "different" in the hope that it will contribute to a more complete understanding of the total student body in order to determine if an alcohol education program is needed at the college. In comparison to an assessment issued by BACCHUS

(Minter, 1982) which disclosed that between 85 and 95 percent of college students across the nation drink alcohol, an analysis of the data in this study revealed that 80 percent of the students in SEEK also consume alcohol in varying amounts. As related to alcohol abuse, the results further indicated that 38 percent of the respondents reported sickness as a consequence, 10 percent missed classes, and 7 percent reported experiencing conflict with friends of the opposite sex. While such occurrences might not be considered unusual in view of the toxic nature of the beverages imbibed, these disclosures from almost half the number of respondents, seem to provide reasonable justification for, at least, some immediate "consciousness raising" efforts at the institution to alert SEEK students to responsible drinking.

The percentage of useable questionnaires (12%) ultimately exceeded the 10 percent aimed at in the beginning of this study. This was made possible through the cooperation of all five counselors on the SEEK staff who issued several questionnaires to students on their caseloads during scheduled appointments throughout the Fall, 1984 semester. The provision of each counselor with a listing of students who were randomly chosen probably increased the percentage of immediate responses from students who might otherwise not have responded to a mailed questionnaire.

The data indicated that the majority of the student respondents reported they consume some form of alcohol in

varying amounts and frequencies in social occasions. Beer was the primary choice for males and wine and liquor were the preferred drinks for the females. When analyzing the preferences for the use of beer, wine or liquor across the 4 classes, the data indicated that beer was also the favorite alcoholic drink of the freshmen and sophomores which amounted to more than half of the users. Similar results were reported in the previously mentioned study by Weislogel (1978) who conducted an alcohol survey of resident students at West Chester State College.

In the present study, males and females differed noticeably in the frequency with which they consume wine and liquor. While none of the males reported they drink either beverage on a weekly basis, 11 females or 19 percent denoted they drink wine once a week but not every day, and 3 females or 5 percent checked they drink liquor with the same frequency. Concommitantly, 21 males or 45 percent in contrast to 9 females or 15 percent drink beer during the same period.

In response to the number of drinks consumed at one sitting, the males far exceeded the females in the 3-4 drinks category. Here 16 males or 34 percent as opposed to 5 females or 10 percent reported drinking beer in this quantity. On the same question, 19 females or 32 percent as opposed to 21 males or 53 percent indicated they drink between 1-2 beers in one sitting.

As related to class standing, the data indicated that more beer was consumed by the upper-class freshmen than

any other class in the SEEK program. This was evident in the 1-2 and 3-4 drinks categories reflected in Table 7 that presented student drinking patterns within the 4 classes. Rangeing a close second in numbers regarding beer consumption, the table also shows that the upper-class sophomores consume slightly more wine and liquor than each of the other classes in the 1-2 and 3-4 drinks categories as per each sitting. Finally, in the 5-6 drinks category only 2 freshmen and 1 sophomore admitted to drinking 5-6 glasses of wine, and only 1 freshman and 1 sophomore reported drinking the same amount of liquor at one sitting. Aside from beer, the data indicated that while there are some relatively slight differences between the classes in regards to alcohol consumption, the overall pattern and frequencies of use indicate that only a small percentage of the total sample, approximately 5 percent, evidence signs of becoming problem drinkers because of their tendency to consume 5-6 drinks at a sitting. Moreover, only 2 students or 2 percent of the total sample reported drinking liquor in this quantity. Stated differently, irrespective of class standing, 26 percent of the student users drink beer in moderate amounts or 3-4 drinks per occasion; 14 percent drink wine and 8 percent drink liquor. Although 80 percent of the respondents drink beer, wine and liquor, 48 percent of this group, according to a classification scheme developed by Cahalan, Cisin and Crossley (1969), belong in the category of moderate drinkers. These researchers quantified drinkers in five categories: abstainers-drink less than once a year or not at all;

infrequent drinkers-drink at least once a year but less than once a month; light drinkers-drink at least once a month but typically only one or two drinks on a single occasion; heavy drinkers-drink nearly every day, five or more per occasion; and moderate drinkers-who drink at least once a month, typically in social situations, and usually no more than three or four drinks per occasion.

In this survey the highest frequency of responses involving the three beverages was in the "more than once a year but less than once a month" column. Twenty-eight percent of the users drink beer, 45 percent drink wine and 38 percent drink liquor with this degree of frequency. They do not exceed the quantities of infrequent drinkers. Following in a logical sequence, the next highest number of respondents depicting frequency of use was in the "once a month but less than once a week" category. Namely, 29 percent drink beer, 29 percent drink wine and 26 percent drink liquor. They, accordingly, must be classified as light drinkers.

An analysis of the time of initial use of alcohol indicated that more than half of the respondents had consumed alcohol in some form before entering college: For example, 26 percent of the males and 12 percent of the females reported they first used alcohol in junior high school. While this development may be viewed as added support to the findings of Mitchell, Kirby, and Mitchell (1970), who reported that males have a tendency to drink at

an earlier age than females, 51 percent of the females in contrast to 39 percent of the males in the current sample indicated they started using alcohol in high school. In terms of drinking in college, 5 students, 2 males and 3 females (6 percent) started in the freshman year; 4 males and 2 females (8 percent) started in the sophomore year; and 3 males and 3 females (8 percent) started using alcohol in their junior year. In sum, there were statistically significant differences in the time of initial use of alcohol. according to sex as reported by the respondents in this survey.

The results indicated that the reasons given by SEEK students for using alcohol were not different from the reasons given by students in other studies: Fago and Sedlacek (1975), Looney (1976) and Weislogel (1978). The primary reasons given by the respondents were enhancing sociability, enjoyment of taste, overcoming shyness and relieving fatigue or tension. However, eleven percent drink to get high, 8 percent drink to get drunk and 8 percent indicated they drink alcohol to forget disappointments. Furthermore, although 77 percent reported they use alcohol to enhance sociability, 48 percent indicated they drink to relieve stress, promote self-confidence or seek mood changes. While these reasons might not appear alarming in and of themselves, when combined with the collective consequences of over indulgence, they describe drinking problems that should be addressed.

According to half of the student users, their alcohol abuse or overindulgence at some point caused them to experience personal illness. Fifteen percent of the males and 22 percent of the females reported that overindulgence caused them to miss classes or interfered with preparing for exams. In terms of personal relationships, 13 percent of the males and 16 percent of the females indicated they experienced conflict with friends of both sexes directly related to excessive drinking. One female and 1 male admitted that misuse of alcohol resulted in their having trouble with the law. These self-reports signal a need for some immediate and pratical considerations from the Department of Student Affairs and the SEEK program. They signal implications that some form of programming in responsible drinking is currently needed, at least in this area of the college.

It may be argued that the overall pattern of the frequency of use by the students under investigation-on a weekly basis and in the number of drinks consumed at each sitting-does not appear critical at the present time. Certainly the drinking patterns of SEEK students did not show an excess in alcohol consumption over that of students in other studies: Buckner (1967), Grossman (1975), Kuder and Madson (1976) and Weislogel (1978). In fact, some researchers have cautioned against making the assumption that student drinking is a problem centered in the college, reflecting inadequate discipline and control in response to

undesirable college drinking traditions (Straus and Bacon, 1953). These authors suggest that the increase of alcohol consumption in college among students merely reflects an increased tendency to experiment with the adult customs of drinking society as these students approached adulthood. This could be observed, the authors conclude, for all young people whether or not they attend college. Their viewpoint suggests that the drinking patterns of students reflect a natural growth process, which, because of societal norms encourages social drinking as people mature rather than an indication of deviate behavior.

Keeping in mind these observances, it is nevertheless recommended that a program in the responsible use of alcohol be developed, especially for these students, because alcoholic beverages have been documented as playing an important role in their social activities concommitant with their attempts to pursue a college education. Although only a very small percentage indicated signs of drinking in quantities of problem drinkers, the reported results of misuse support the need to assist these students to make realistic adjustments to a predominantly drinking society. Keeping in mind the possibility that attendance at college may encourage or reinforce drinking patterns that could work at variance with their long-term academic goals, it is recommended that the focus of such a program be aimed at providing these students with up-to-date alcohol use information concerning "the physiological and psychological

potential and dangers of various drinking habits and patterns" (Weislogel, 1978). This implies helping these students to make choices about alcohol consumption that reduce the risk of alcohol related problems. This implies providing these students with information and attitudes based upon their relevance to student academic and behavioral goals. Since alcohol is widely available and consumed by individuals in every facet of society-including college students-this implies that for the proposed campus-based program, reduction of risk is a more realistic and practical objective than prevention of use.

In general, research on the effectiveness of alcohol and drug education indicates significant knowledge change and moderate attitude change but virtually negligible impact on behavior. One review of 127 programs conducted in 1978 for the National Institute on Drug Abuse reported that they demonstrated only slight effectiveness in influencing attitude and behavior change (Schaps, Dibartolo, Palley and Churgin, 1978). Similarly, a 1979 review of eight programs funded by the National Institute on Alcohol Abuse and Alcoholism concluded that while several of the projects demonstrated attitude change, none clearly demonstrated a link between knowledge or attitude change and subsequent drinking behavior (Staulcup, Kenward and Frigo, 1979). Another study even reported an increase in drug or alcohol use following attendance in certain education programs (Kalb, 1975).

According to Thompson, Daugherty and Carver (1984),

alcohol education programs that are focused on prevention are unrealistic if they aim to eradicate drinking. Since choices people make are influenced by a myriad of factors over which the school system has limited or no control, i. e., family, religion, emotional health, media, laws and societal customs; relationships among alcohol knowledge, attitudes and behavior are difficult to define by research. These writers contend that the idea that an education program should be able to eradicate a lifestyle-related health problem is a "Pollyanna" myth and highly illogical. However, these writers are equally as emphatic in pointing toward the success of numerous health education campaigns such as the Stamford Heart Study documented by Maccoby and Farquahr (1975), as encouraging evidence that alcohol education has the potential for success if students are provided with knowledge, skills and experiences that will enable them to make low-risk choices about alcohol usage.

The findings and their implications in the present study, therefore, lead to specific recommendations. Firstly, since this investigation was initiated to assess the drinking patterns and attitudes of SEEK students in order to contribute to a more comprehensive understanding of the total student body at NYCTC, it is urgently recommended that the results will be viewed as a data base to be used in conjunction with the findings of the Health Information and Activities Program that is currently conducting a larger investigation of alcohol use among students in the main

campus of the institution. A basic limitation of this study is inherent in the possibility that an unknown number of the respondents may not have been truthful about their frequency of alcohol use or the quantities consumed for fear of being in violation of student conduct regulations-the sanctions that prohibit students from consuming alcohol, gambling, and the use or sale of illegal drugs on campus. By comparing the frequencies and quantities consumed as reported by the students in both studies, NYCTC administrators may obtain a more accurate picture of the drinking patterns of the total student population. Therefore, it is also strongly recommended that comparisons be made between the reasons given by SEEK students for drinking alcohol and the reasons solicited from students in the wider college population as a basis for developing an alcohol education program of relevance to their combined interests.

Alcohol education programs have become increasingly major concern among college officials in recent years. Results from national surveys on campus alcohol concerns are consistently demonstrating that higher education is currently involved with students' drinking problems and becoming more actively involved in creating policies and programs to promote appropriate use of alcohol on campus. As a consequence, responsible drinking has become a focus for many alcohol education programs. This focus recognizes the reality that the majority of Americans will drink at some time in their lives and offers suggestions of a practical nature.

In joining this collective concern, the institution must, of necessity, make use of all the empirical evidence available in order to enhance the chances of dealing effectively with student drinking problems. In reviewing the literature, the purpose and the results of this study, certain considerations for reaching SEEK students and other NYCTC students through a realistic alcohol awareness and education program seem inevitable. For example, since three-quarters of the respondents indicated they use alcohol to enhance sociability, it seems only fitting and proper that two main concerns of the program should be to help students understand the impact of blood alcohol content (b.a.c.) upon behavior and teach them to assess the probable levels of intoxication among peers by behavioral observation. These objectives comprise a major portion of the series of alcohol awareness programs entitled "A Guide for the Intelligent Drinker" sponsored by Bentley College-Watham, Ma. since the Spring of 1981. This program utilizes a drink wheel, among other approaches, to teach students to estimate their blood alcohol consumption (b.a.c.) and encourage responsible behaviors such as counting drinks along with developing greater awareness of the time in which alcohol is consumed (Minter, 1984). Here it must be noted that in April, 1984 "Alcohol Awareness Month on Campus" activities, HIAP used the b.a.c. with great success in encouraging NYCTC students to analyze their drinking patterns. Such an approach is undoubtedly an effective mechanism and would be a great

benefit to an incalculable number of students who, because they lack such knowledge, experience sickness from consuming too much alcohol.

Another objective that seems indicated by the data and should be considered in developing relevant strategies for an Alcohol Awareness Program at NYCTC encompasses providing students with cognitive experiences designed to develop positive self-concepts in order to confront and possibly ameliorate such reasons as drinking "to relieve tension" or "to overcome shyness" on dates. Such programming should place strong emphasis on helping these students deal with peer pressure through self-appraisals of peer influences vis-a-vis ego identifications, values clarification in terms of alcohol use, and identifying recreational alternatives to alcohol at social events. These experiences could easily be transmitted through traditional student service areas such as SEEK, HIAP, the Special Services program and the Counseling centers. Since campus personnel see students on a daily basis in situations requiring responsible behavior, these areas, because they are structurally different from the class-room setting, possess an environment where irresponsible behavior can be identified without the threat of academic failure, and hence, increase the chances of such behaviors being constructively confronted and changed, or an impact being made on problem drinking attitudes. In such areas these experiences could be presented through counseling groups

aimed at personal growth or health information workshops during student activities hours or other appropriate periods designed each semester.

It is contended that the college environment at NYCTC is an ideal setting within which a positive as well as negative impact can be made on student problem drinking behaviors. At Stonehill College-North Easton Ma., a program that included the above mentioned techniques was initiated in 1982 for alcohol-related discipline cases on its campus. This program was designed for a group of six to ten students and the class was held once a week for six weeks to "sensitize" the attendants to responsible drinking knowledge. These sessions involved role plays, drinking logs, feelings about self and assorted information related to physiology and the nature of alcohol. According to the BACCHUS report (1984) the program was implemented only once, but results of the evaluation were quite positive regarding the effect on changing student drinking attitudes.

Obviously, there are numerous approaches that an institution can utilize in attempting to educate students to the responsible use of alcohol. Research on the effect of alcohol education programs generally have shown that knowledge and attitudes related to drinking can be affected in a positive direction through short term interventions. Moreover, in the report on 31 model programs of alcohol education, BACCHUS (1984) indicated that most of the programs in institutions of higher education operate with

very low budgets and in some cases, no budget at all. Although the research in the program descriptions are focused on the assessment of needs, the report stresses that the growth of activity and awareness generated through the alcohol education issue on these college campuses are diversified and encouraging. As in the present study, glaringly absent from these programs is information clarifying the differences in reasoning patterns of students who choose to drink responsibly from students who do not. A study to assess such differences in reasoning patterns would undoubtedly be useful in developing relevant counseling approaches for shaping responsible drinking attitudes. Also needed are studies to determine the impact of the various approaches mentioned in the research on student behaviors via the process of longitudinal design.

It is neverless concluded that the validity of this assessment of the drinking patterns of the students in SEEK is verified by similar results in other studies and as such, provide tangible justification for some practical actions at the institution to address the issue observed in this study. The results of this study and its recommendations will be presented to the Dean of Student Affairs and the Director of SEEK. Whether it is to be presented through freshmen orientation procedures, one credit courses in health education, or even as an alcohol education strategy for alcohol-related discipline violations on campus, the present time seems appropriate for the college to launch a program

of alcohol education which, while defining the cultural and social dimensions of alcohol use, will utilize counseling and discussion groups to explore alternatives for student drinking patterns.

Through such efforts the college would be actively responding to a major societal problem that is reflected on college campuses across the country and which is currently being confronted in many institutions in higher education. Through such efforts, NYCTC would be incorporating tangible reinforcement to its institutional goal of providing a comprehensive program of student services aimed at "assisting students towards greater personal and social growth" (NYCTC Catalog, 1984-85). At the same time the institution would be introducing a precautionary tactic toward reducing the potential for legal problems or lawsuits emanating from incidents of property damage, sexual abuse or harrassments, and even physical violence on campus that may be directly related to students' misuse of alcohol.

With respect to the institutional objective of increasing student retention, such programming would serve to reinforce important aspects of the students' critical thinking abilities that affect their academic performance and adjustment to college. For example, encouraging students to focus clearly upon the role of alcohol in relation to their academic aspirations and social responsibilities as educated adults could have therapeutic relevance for many whose rates of alcohol consumption may be seriously impeding

their class-room tasks. Beginning in the area of SEEK, such programming should be of immense value to students with drinking problems whose chances of earning a college degree can be enhanced by attendance at an institution whose educational services are synthesized through involvement with the physical and emotional as well as intellectual well-being of its students.

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APPENDICES

APPENDIX A

NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

INTER-OFFICE MEMORANDUM

DATE: February 24,1983

TO: ** Those Concerned

FROM: Dean Evelyn Whitaker EWhitaker

SUBJECT: Alcohol Abuse Task Force

Statewide, there is increased evidence of violence and severe injury, sometimes leading to loss of life, which occurs as a result of alcohol abuse and misuse.

It has been estimated that at least 50% of all motor vehicle fatalities have alcohol involvement. As a result, the New York State legislature enacted a bill this year raising the permissable drinking age to 19 years, and at the same time making provision for tightening the mechanisms for exacting appropriate penalties for violators.

The Department of Student Affairs would like to assemble a college-wide task force to deal with the issues of alcohol abuse and your assistance and participation on this committee would be greatly appreciated. I have asked Ms. Marcel Greenfield to chair this committee.

The responsibilities of the committee would be to make recommendations and plan to develop and implement a program that will educate our students as to the hazards of alcohol abuse and methods for prevention, treatment and rehabilitation.

This task force can play a vital role in developing within the college community, a program that will deal with the seriousness of the problems of drinking, and ways to prevent them.

If you are interested in serving on this task force, please call Marcelle Greenfield at 5188 by Friday, March 4,1983.

** Distribution

Prof. A.C. Lawrence
Prof. Lois Parke
Prof. Dorothy Hayes
Prof. Ed Simon
Prof. Barbara Johnson
Ms. Maria Ortiz
Ms. Marcelle Greenfield

APPENDIX B

MINUTES

ALCOHOL ABUSE TASK FORCE

March 16,1983

Committee Members Present: James Bush, SGA; Lois Parke, HPE; A.C. Lawrence, Counseling; Nat Woods, Counseling; Dorothy Hayes, Art and Advertising; Carlton Trotman, Human Services, Ethel Devone and Ellen Zaltzberg, HIAP; Marcelle Greenfield, HIAP Coordinator, Chairperson.

I. Opening Remarks - Ms. Greenfield

Alcohol Abuse has been designated as the number one drug problem in our community as evidenced by the increase in the permissable drinking age to 19 in New York State, the increased evidence of violence, injury and mortality associated with alcoholic related incidences and diseases.

The Department of Student Affairs assembled this Task Force on Alcohol Abuse to develop and implement a program of education, prevention, treatment and rehabilitation dealing with the seriousness of problem drinking and alcoholism at CUNY Tech.

II. Discussion - Members of the Task Force briefly discussed the following items -

1. Drinking under age 19 during college activities
2. Student retention as related to alcohol abuse.
3. Other drug problem as related to alcohol abuse.
4. Different approaches to developing and implementing a comprehensive program on Alcohol Abuse for our students.

a- Alcohol Awareness month in April 1983.

b- Workshops

c- Student involvement in planning

d- Need for adequate assessment of the problem

e- Need for NYC policy on campus drinking

Meeting adjourned at 1:45 P.M.

Next scheduled meeting is April 6,1983 - 12:30 P.M. Con Ed Room 302

Respectfully submitted,

Lois Parke

APPENDIX C

ALCOHOL QUESTIONNAIRE

The following questions concern the patterns of alcohol usage by aspiring students on the New York City Technical College campus. The answers you give are anonymous. There are no means of tracing or identifying individual answer forms. The total value of this survey depends on the accuracy of your responses and the immediate return of the questionnaire. After completing the questionnaire, please return to the SEEK Program Office. Place the questionnaire in the box provided, and then place the 3 x 5 card in the other box. The purpose of the 3 x 5 card is to allow for follow-up of those who forgot to return the questionnaire. Please do not put your name on the questionnaire.

Instructions: Using a soft pencil, circle the appropriate alternative for each question.

1. Sex:
   A. Male
   B. Female

2. Class:
   A. Lower-class Freshmen (0-16 credits)
   B. Upper-class Freshmen (17-32 credits)
   C. Lower-class Sophomores (33-48 credits)
   D. Upper-class Sophomores (49 and above)

3. Age:
   A. 17 or under
   B. 18
   C. 19
   D. 20
   E. 21 or over

4. If you never drink alcoholic beverages, not even beer, check A! Thank you for helping in this survey. Please return this questionnaire and 3 x 5 card to the SEEK Program Office. If you drink, please go on!
   A. I do not use any form of alcoholic beverages.

5. What kind of alcoholic beverage do you drink most frequently?
   A. Beer
   B. Wine
   C. Liquor

6. Let's first take beer. How often, on the average, do you usually have a beer? (If you do not drink beer at all, go on to question 8.
   A. every day
   B. at least once a week but not every day
   C. at least once a month but less than once a week
   D. more than once a year but less than once a month
   E. once a year or less

APPENDIX C (Continued)

7. When you drink beer, how much on the average, do you usually drink at any one time?
   A. more than 1 six pack (6 or more cans or tavern glasses)
   B. 5 or 6 cans of beer or tavern glasses
   C. 3 or 4 cans of beer or tavern glasses
   D. 1 or 2 cans of beer or tavern glasses
   E. less than 1 can of beer or tavern glass

8. Now let's look at table wine. If you do not drink wine at all, go to question 10. How often do you usually have wine?
   A. every day
   B. at least once a week but not every day
   C. at least once a month but less than once a week
   D. more than once a year but less than once a month
   E. once a year or less

9. When you drink wine, how much, on the average, do you usually drink at any one time?
   A. over 6 wine glasses
   B. 5 or 6 wine glasses
   C. 3 or 4 wine glasses
   D. 1 or 2 wine glasses
   E. less than 1 wine glass of wine

10. Next we would like to ask you about liquor or spirits (whiskey, gin, vodka, mixed drinks, etc.). If you do not drink liquor at all, go to question 12. How often do you usually have a drink of liquor?
   A. every day
   B. at least once a week but not every day
   C. at least once a month but less than once a week
   D. more than once a year but less than once a month
   E. once a year or less

11. When you drink liquor, how many, on the average, drinks do you usually drink at any one time?
   A. over 6 drinks
   B. 5 or 6 drinks
   C. 3 or 4 drinks
   D. 1 or 2 drinks
   E. less than 1 drink

12-20. By circling the appropriate item number, please indicate your reasons for using alcohol. You may circle more than one of the reasons listed below if they apply to your situation.

Reasons for Drinking:
12. to facilitate study
13. to get along better on dates
14. sociability
15. enjoyment of taste

18. in order not to be shy
19. for a sense of well-being
20. as an aid in forgetting disappointments
21. to get high
22. to get drunk

23-33. By circling the appropriate item number, please indicate if your drinking has ever resulted in any of the following problems. You may circle more than one of the following problems if they apply to you.

Has your drinking ever:

23. interfered with your class attendance
24. interfered with your preparation for exams
25. caused conflict with close friends of opposite sex
26. caused conflict with close friends of same sex
27. damaged other friendships
28. caused you to miss appointments
29. caused you to lose a job
30. caused accident or injury
31. caused you to forego other things because of the expense of liquor
32. caused you to get sick
33. caused you to have trouble with the law

34. When did you first start to use alcoholic beverages?
    A. Jr. High School
    B. High School
    C. College Freshman Year
    D. College Sophomore Year
    E. College Junior or Senior Year

APPENDIX D

New York City Technical College
City University of New York
SEEK Program

Fall 1984

Dear Student:

Recently you may have observed that there has been much concern expressed in the newspapers, radio and television regarding the problem of alcohol abuse across the country. Alcoholism is New York City's number one drug problem. There are 400,000 alcoholics in New York City and 10 million alcoholics in the United States. Fifty percent of all fatal accidents occurring on the roads today involve persons driving under the influence of alcohol. As a result, the New York State legislature enacted a bill this year raising the permissable drinking age to 19 years and at the same time made provisions for enforcing strict penalties on those arrested for driving while intoxicated.

This societal problem is reflected on many college and university campuses throughout the country. At present, however, there is little evidence concerning the use and abuse of alcohol among students attending NYCTC. The Department of Student Affairs is presently considering the merits of developing a program that will educate students to the hazards of alcohol abuse and methods for prevention, treatment and rehabilitation if such is needed at this campus.

The attached questionnaire has been developed to obtain a clear picture of alcohol usage among SEEK students at NYCTC. We would greatly appreciate if you would spend a few moments to answer the questions as honestly as possible.

Please understand that this questionnaire is not intended to cause you any difficulty with the College administration or your attendance in class. Therefore to assure your anonymity please do not sign your name on the questionnaire upon returning it to the SEEK office.

We strongly appeal to your help in this important matter which will enable us to determine if an educational program in responsible drinking is needed for our students at NYCTC.

Sincerely,

Nat Woods

Nat Woods, SEEK Counselor
Member of Campus Alcohol
Abuse Task Force Committee

NW:mlr